

## Sandhills Middle

582 Meadowfield Road  
Gaston, SC 29053

**Grades** 7-8 Middle School

**Enrollment** 564 Students

**Principal** Angie Rye 803-926-1890

**Superintendent** J. Franklin Vail 803-568-1000

**Board Chair** Mr. Chris Pound 803-791-7615

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	27	7

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Unsatisfactory	No

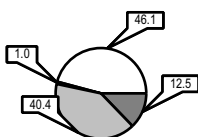
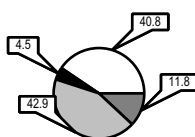
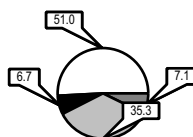
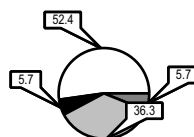
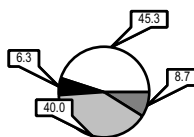
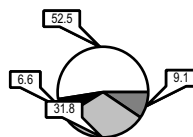
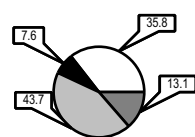
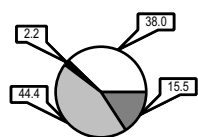
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	53.8	92.0
<b>English 1</b>	93.9	88.5
<b>Biology 1/Applied Biology 2</b>	N/A	53.4
<b>Physical Science</b>	N/A	30.3
<b>All Subjects</b>	60.5	88.4

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	555	95.9	44.3	41.6	13.1	1.0	22.2	No	Yes
<b>Gender</b>									
Male	273	93.4	58.4	35.1	6.1	0.4	13.0	N/A	N/A
Female	282	98.2	31.7	47.5	19.3	1.5	30.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	411	96.6	41.1	43.3	14.2	1.4	23.2	No	Yes
African American	123	95.1	50.9	38.9	10.2	0.0	19.4	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	83.3	75.0	16.7	8.3	0.0	16.7	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	458	99.8	38.4	45.5	14.9	1.2	25.1	N/A	N/A
Disabled	97	77.3	80.9	17.6	1.5	0.0	4.4	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	95.9	44.3	41.6	13.1	1.0	22.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	550	95.8	43.8	42.0	13.2	1.0	22.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	382	94.8	50.5	40.5	8.2	0.9	16.9	No	Yes
Full-pay meals	173	98.3	31.4	44.0	23.3	1.3	33.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	555	95.1	38.5	44.4	12.3	4.7	24.7	Yes	Yes
<b>Gender</b>									
Male	273	91.9	43.6	41.9	9.7	4.8	21.6	N/A	N/A
Female	282	98.2	34.0	46.7	14.7	4.6	27.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	411	95.6	36.4	44.4	14.3	5.0	26.2	Yes	Yes
African American	123	95.1	45.4	45.4	5.6	3.7	18.5	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	83.3	50.0	33.3	16.7	0.0	33.3	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	458	99.8	32.7	47.9	14.0	5.5	28.0	N/A	N/A
Disabled	97	73.2	76.6	21.9	1.6	0.0	3.1	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	95.1	38.5	44.4	12.3	4.7	24.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	550	95.1	38.2	44.6	12.4	4.8	24.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	382	93.7	42.5	44.6	10.1	2.8	20.5	No	Yes
Full-pay meals	173	98.3	30.2	44.0	17.0	8.8	33.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	555	99.6	50.9	35.4	7.1	6.7	13.8
<b>Gender</b>							
Male	273	99.6	54.9	30.5	6.9	7.7	14.6
Female	282	99.6	47.1	39.9	7.2	5.7	12.9
<b>Racial/Ethnic Group</b>							
White	411	99.5	47.5	35.9	7.9	8.7	16.6
African American	123	100.0	61.4	33.3	4.4	0.9	5.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	61.5	30.8	7.7	0.0	7.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	458	99.8	43.4	40.5	8.3	7.8	16.1
Disabled	97	99.0	87.4	10.3	1.1	1.1	2.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	99.6	50.9	35.4	7.1	6.7	13.8
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	550	99.6	50.7	35.4	7.1	6.7	13.9
<b>Socio-Economic Status</b>							
Subsidized meals	382	99.5	57.9	30.5	6.6	4.9	11.5
Full-pay meals	173	100.0	35.8	45.7	8.0	10.5	18.5

<b>Social Studies</b>							
All Students	555	99.8	52.4	36.3	5.7	5.7	11.4
<b>Gender</b>							
Male	273	100.0	51.4	37.2	6.1	5.3	11.3
Female	282	99.6	53.2	35.4	5.3	6.1	11.4
<b>Racial/Ethnic Group</b>							
White	411	99.8	50.8	36.8	5.5	6.8	12.4
African American	123	100.0	57.9	33.3	6.1	2.6	8.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	46.2	53.8	0.0	0.0	0.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	458	99.8	46.9	39.6	6.6	6.9	13.5
Disabled	97	100.0	78.4	20.5	1.1	0.0	1.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	99.8	52.4	36.3	5.7	5.7	11.4
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	550	99.8	52.2	36.4	5.7	5.7	11.5
<b>Socio-Economic Status</b>							
Subsidized meals	382	99.7	58.3	33.0	4.6	4.0	8.6
Full-pay meals	173	100.0	39.5	43.2	8.0	9.3	17.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	272	99.6	42.8	43.2	13.6	0.4	14.0
	8	264	99.2	34.5	45.1	16.6	3.8	20.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	0.0	I/S	I/S	I/S	I/S	I/S
	7	283	96.1	45.1	41.9	12.2	0.8	13.0
	8	271	95.9	43.4	41.4	13.9	1.2	15.2
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	272	99.6	37.6	43.6	11.6	7.2	18.8
	8	264	98.9	40.6	39.7	15.0	4.7	19.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	0.0	I/S	I/S	I/S	I/S	I/S
	7	283	95.8	28.2	53.1	13.9	4.9	18.8
	8	271	94.8	49.0	35.7	10.8	4.6	15.4
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	272	99.3	41.0	41.4	9.6	8.0	17.7
	8	264	98.9	39.1	35.3	13.2	12.3	25.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	0.0	I/S	I/S	I/S	I/S	I/S
	7	283	100.0	51.6	33.2	8.2	7.0	15.2
	8	271	99.6	50.2	37.5	5.9	6.3	12.3
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	272	99.3	46.6	39.4	10.0	4.0	14.1
	8	264	98.9	30.3	45.7	16.7	7.3	23.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	0.0	I/S	I/S	I/S	I/S	I/S
	7	283	100.0	60.5	28.9	4.7	5.9	10.5
	8	271	100.0	44.1	43.7	6.7	5.5	12.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 564)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	48.0%	Up from 35.5%	14.8%	16.7%
Retention rate	0.5%	Down from 2.8%	2.9%	2.5%
Attendance rate	94.4%	Up from 93.9%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Down from 4.1%	3.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%	Down from 5.5%	3.0%	1.0%
Eligible for gifted and talented	13.1%	Up from 12.0%	12.2%	15.6%
On academic plans	38.4%	N/AV	51.4%	39.9%
On academic probation	0.0%	N/AV	1.1%	0.7%
With disabilities other than speech	13.8%	Down from 14.4%	13.8%	12.4%
Older than usual for grade	2.1%	Down from 2.3%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Down from 3.5%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 39)</b>				
Teachers with advanced degrees	51.3%	Up from 40.5%	50.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.1%	N/A	13.3%	9.1%
Teachers with emergency or provisional certificates	14.3%	Up from 8.3%	8.6%	5.6%
Teachers returning from previous year	79.7%	Up from 78.1%	82.0%	84.6%
Teacher attendance rate	99.4%	Up from 92.4%	94.8%	94.8%
Average teacher salary	\$36,769	Up 6.6%	\$41,468	\$42,267
Prof. development days/teacher	15.7 days	Down from 19.2 days	10.3 days	11.9 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 22.1 to 1	20.2 to 1	21.1 to 1
Prime instructional time	91.0%	Up from 83.3%	89.4%	89.0%
Dollars spent per pupil*	\$6,038	Up 2.0%	\$6,380	\$6,243
Percent of expenditures for teacher salaries*	53.0%	Down from 54.8%	58.8%	59.8%
Percent of expenditures for instruction*	59.2%		63.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	94.5%	Up from 85.2%	97.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-06 school year at Sandhills Middle School allowed us to continue to provide quality educational experiences for our students. Instructional programs included algebra for every eighth grade student, gifted and talented classes including art, academic acceleration (an after-school program for students), looping, special education inclusion, and single-gender classes.

Our accomplishments include being involved in the statewide improvement grant that allowed us to implement Positive Behavioral and Intervention Supports (PBIS), implementing our first annual Parent University, and providing an alternative education program including PACE (an alternative to ISS) and Sandhills Academy. Our students won numerous competitions including the GoKnow's Sketchy Contest, NASA Explorer School Lights! Camera! Action! Challenge, and NetDay's Speak Up Challenge. The SMS band students earned the Outstanding Performance Award from the SC Band Director's Association for the second year in a row and thirteen students were selected for Region and All-State Band. The SMS Chorus was awarded an EIA unit grant, which enabled them to provide several performances with a guest artist on West African Dance and Drumming. Our students also continue to benefit from partnerships with NASA Explorer Schools, Project Citizen, and the South Carolina Reading Initiative.

Future challenges include providing a school-wide system of interventions and accelerations for all students, improving student achievement, and continuing to promote parent and community involvement. In order to meet these challenges, our goals for the 2006-07 school year include the implementation of a school-wide student intervention system, focused professional development for faculty for improving instruction and assessment, and continued development and expansion of parent programs, including Parent University.

The SMS instructional team and the SMS School Improvement Council invite you to take an active role in the improvement and continued growth of Sandhills Middle School. We look forward to working with you as we look ahead to another exciting year at SMS!

Perry Leonard, SIC Chairman  
Angie Rye, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	44	227	192
Percent satisfied with learning environment	95.5%	59.7%	69.1%
Percent satisfied with social and physical environment	95.5%	56.4%	60.6%
Percent satisfied with school-home relations	56.8%	74.4%	65.6%

\*Only students at the highest middle school grade level at this school and their parents were included.